

## Oakbrook Middle

286 Old Fort Drive  
Ladson, South Carolina 29456

**Grades** 6–8 Middle School

**Enrollment** 960 Students

**Principal** Garland W. Crump 843–873–9750

**Superintendent** Joseph R. Pye 843–873–2901

**Board Chair** Bufort "Bo" Blanton 843–873–8454

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	13	21	0	0

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Average	No
<b>2005</b>	Average	Below Average	No

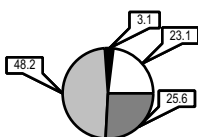
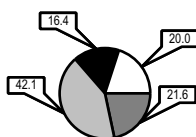
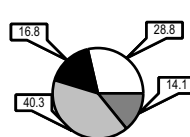
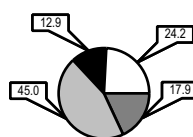
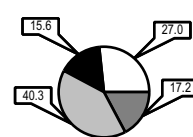
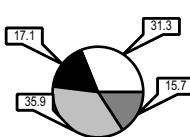
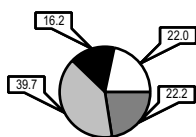
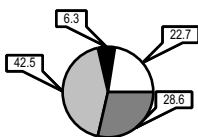
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	992	100.0	23.1	48.2	25.6	3.1	41.9	Yes	Yes
<b>Gender</b>									
Male	506	100.0	28.1	48.1	22.0	1.8	36.3		
Female	486	100.0	17.5	48.3	29.6	4.6	48.1		
<b>Racial/Ethnic Group</b>									
White	509	100.0	16.2	46.5	32.5	4.9	53.5	Yes	Yes
African American	417	100.0	32.3	51.7	15.5	0.6	26.2	No	Yes
Asian/Pacific Islander	27	100.0	13.6	45.5	31.8	9.1	54.5	I/S	I/S
Hispanic	27	100.0	27.3	31.8	36.4	4.5	40.9	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	893	100.0	18.2	49.8	28.5	3.5	45.7		
Disabled	99	100.0	62.5	35.4	2.1	0.0	11.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	992	100.0	23.1	48.2	25.6	3.1	41.9		
<b>English Proficiency</b>									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	983	100.0	22.8	48.3	25.7	3.1	42.1		
<b>Socio-Economic Status</b>									
Subsidized meals	327	100.0	33.7	50.3	14.9	1.0	26.7	No	Yes
Full-pay meals	665	100.0	17.8	47.2	30.9	4.1	49.4		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	992	100.0	20.0	42.1	21.6	16.4	50.5	Yes	Yes
<b>Gender</b>									
Male	506	100.0	21.3	40.4	22.0	16.3	49.5		
Female	486	100.0	18.4	43.9	21.1	16.5	51.7		
<b>Racial/Ethnic Group</b>									
White	509	100.0	12.2	40.5	25.0	22.3	60.6	Yes	Yes
African American	417	100.0	30.9	45.0	16.0	8.0	35.4	No	Yes
Asian/Pacific Islander	27	100.0	4.5	27.3	27.3	40.9	77.3	I/S	I/S
Hispanic	27	100.0	22.7	36.4	27.3	13.6	54.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	893	100.0	14.5	43.3	23.9	18.3	56.2		
Disabled	99	100.0	63.5	32.3	3.1	1.0	5.2	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	992	100.0	20.0	42.1	21.6	16.4	50.5		
<b>English Proficiency</b>									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	983	100.0	19.9	42.0	21.7	16.4	50.5		
<b>Socio-Economic Status</b>									
Subsidized meals	327	100.0	31.3	44.8	15.6	8.3	33.7	No	Yes
Full-pay meals	665	100.0	14.3	40.8	24.5	20.4	58.9		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	990	100.0	28.7	40.3	14.1	16.9	31.0
<b>Gender</b>							
Male	505	100.0	29.1	35.0	15.0	20.9	35.9
Female	485	100.0	28.2	46.2	13.1	12.4	25.5
<b>Racial/Ethnic Group</b>							
White	509	100.0	18.8	39.2	18.1	23.9	42.0
African American	415	100.0	43.3	40.8	8.9	6.9	15.8
Asian/Pacific Islander	27	100.0	9.1	36.4	27.3	27.3	54.5
Hispanic	27	100.0	22.7	45.5	9.1	22.7	31.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	891	100.0	23.1	42.7	15.2	19.0	34.2
Disabled	99	100.0	72.9	21.9	5.2	0.0	5.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	990	100.0	28.7	40.3	14.1	16.9	31.0
<b>English Proficiency</b>							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	981	100.0	28.6	40.3	14.2	16.9	31.2
<b>Socio-Economic Status</b>							
Subsidized meals	326	100.0	44.3	39.4	7.7	8.7	16.4
Full-pay meals	664	100.0	20.9	40.8	17.3	20.9	38.2

<b>Social Studies</b>							
All Students	990	100.0	24.0	45.1	17.9	12.9	30.9
<b>Gender</b>							
Male	505	100.0	25.3	41.4	17.6	15.6	33.3
Female	485	100.0	22.6	49.1	18.2	10.0	28.2
<b>Racial/Ethnic Group</b>							
White	509	100.0	15.7	45.4	21.0	17.9	38.9
African American	415	100.0	36.4	45.0	13.9	4.7	18.6
Asian/Pacific Islander	27	100.0	4.5	45.5	18.2	31.8	50.0
Hispanic	27	100.0	18.2	45.5	18.2	18.2	36.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	891	100.0	19.5	46.6	19.5	14.4	33.9
Disabled	99	100.0	60.4	33.3	5.2	1.0	6.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	990	100.0	24.0	45.1	17.9	12.9	30.9
<b>English Proficiency</b>							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	981	100.0	23.9	45.0	18.1	13.0	31.0
<b>Socio-Economic Status</b>							
Subsidized meals	326	100.0	38.3	41.1	12.5	8.0	20.6
Full-pay meals	664	100.0	17.0	47.1	20.6	15.4	36.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	279	99.6	30.3	38.0	27.3	4.4	31.7
	7	342	99.4	22.0	55.0	21.7	1.2	22.9
	8	305	100.0	18.3	49.7	27.3	4.7	32.0
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	355	100.0	31.6	41.7	24.4	2.3	26.7
	7	295	100.0	22.1	53.4	23.7	0.8	24.5
	8	342	100.0	15.3	50.5	28.3	5.9	34.2
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	279	99.6	20.7	35.8	25.8	17.7	43.5
	7	342	99.7	19.8	40.9	22.6	16.8	39.3
	8	305	100.0	18.3	49.3	19.3	13.0	32.3
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	355	100.0	19.2	40.1	23.8	16.9	40.7
	7	295	100.0	22.1	36.0	21.3	20.6	41.9
	8	342	100.0	18.9	49.2	19.5	12.4	31.9
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	355	100.0	37.1	32.9	14.0	16.0	30.0
	7	294	100.0	23.4	45.6	11.9	19.0	31.0
	8	341	100.0	24.5	43.5	16.0	16.0	32.0
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	355	100.0	27.4	43.0	14.7	15.0	29.6
	7	294	100.0	30.2	40.1	16.7	13.1	29.8
	8	341	100.0	15.7	51.3	22.2	10.8	33.0

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 960)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	33.3%	Up from 25.7%	25.2%	15.5%
Retention rate	4.9%	Up from 4.7%	2.6%	3.0%
Attendance rate	95.8%	Up from 95.7%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.4%	Up from 3.8%	3.3%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.4%	Up from 3.4%	3.2%	4.6%
Eligible for gifted and talented	18.8%	Up from 17.4%	24.3%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.7%	Up from 8.8%	11.1%	13.6%
Older than usual for grade	4.1%	Down from 5.4%	2.8%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	13.0%	Up from 4.5%	0.8%	0.8%
Annual dropout rate	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n= 62)</b>				
Teachers with advanced degrees	66.1%	Up from 65.5%	56.0%	51.8%
Continuing contract teachers	87.1%	Down from 91.4%	80.2%	78.1%
Highly qualified teachers	90.9%	Up from 86.3%	90.3%	89.6%
Teachers with emergency or provisional certificates	1.9%	Down from 3.8%	3.9%	6.0%
Teachers returning from previous year	87.9%	Up from 85.1%	86.9%	85.4%
Teacher attendance rate	95.1%	Up from 94.2%	95.2%	94.9%
Average teacher salary	\$43,113	Up 2.6%	\$42,456	\$41,328
Prof. development days/teacher	11.3 days	Up from 10.3 days	12.0 days	11.5 days
<b>School</b>				
Principal's years at school	18.0	Up from 17.0	5.0	3.0
Student-teacher ratio in core subjects	21.7 to 1	No change	22.4 to 1	21.3 to 1
Prime instructional time	89.3%	Up from 88.5%	89.9%	89.3%
Dollars spent per pupil*	\$5,368	Up 1.3%	\$5,439	\$6,022
Percent of expenditures for teacher salaries*	65.2%	Up from 64.1%	62.9%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 92.7%	96.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Oakbrook Middle School, located in the southern corner of Dorchester County by the Ashley River, continues to meet its mission of preparing responsible, competent, and caring lifelong learners, which is evidenced by the 2004 annual report card rating of good. The 988 multicultural student body demonstrated their success in the fields of Math, Science and Social Studies during the Low Country Quest Competition as well as other academic competitions throughout the year. OMS has 29 Duke TIP and 15 Junior Scholar participants. Students held benefit drives for causes such as the Muscular Dystrophy Association, the American Cancer Society, the Heart Association, Children in Crisis, the fire department's community outreach program, foster care, and two students with life threatening illnesses. Students were active in cultural and social events such as ethnic heritage celebrations, concerts, athletic events, and school dances. Our band received an excellent rating at the Concert Festival, and the performing chorus received a superior rating at the SC State Choral Festival.

Teachers' professional development focused on Literacy-improving reading strategies, Differentiated Instruction and Explicit Direct Instruction (instructional strategies that address the needs of all children). Teachers continue to implement "Standards in Practice" (a calibration of SC standards with daily instruction and assessment). Oakbrook's faculty consists of a total of 56 teachers. We have one teacher who received National Board Certification, which brings us to a total of nine nationally certified teachers. Three teachers were awarded special education grants.

Oakbrook Middle School continues to face the challenges of decreasing the achievement gap in language arts and math and improving home school relations. To continue to close the achievement gap, we have implemented the Read 180 program to address the needs of struggling readers and will expand the program during the 2005-06 school year to accommodate more students. Our faculty and staff will continue to implement extended learning time, which provides tutorial opportunities to students requiring additional assistance. We will continue to enroll all students scoring below basic in language arts and/or math in smaller classes (15:1). We will continue to implement "Where Eagles Soar," an incentive program, which motivates students to excel in their academic achievements. The integration of technology in all content areas will provide computer-assisted instruction to all students. To address the challenge of the low percentage of parents satisfied with home-school relations, the faculty and staff will continue to invite parents for breakfast and lunch drop-ins, conduct report card nights and award ceremonies, schedule parent/teacher conferences, and utilize the school messenger.

Oakbrook Middle School continues to be a great place where students "care to learn and learn to care!"

Garland Crump, Principal

Kim Eads, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	60	296	89
<b>Percent satisfied with learning environment</b>	89.8%	65.4%	80.5%
<b>Percent satisfied with social and physical environment</b>	86.2%	66.8%	67.8%
<b>Percent satisfied with school-home relations</b>	62.1%	76.6%	59.1%

\*Only students at the highest middle school grade level at this school and their parents were included.